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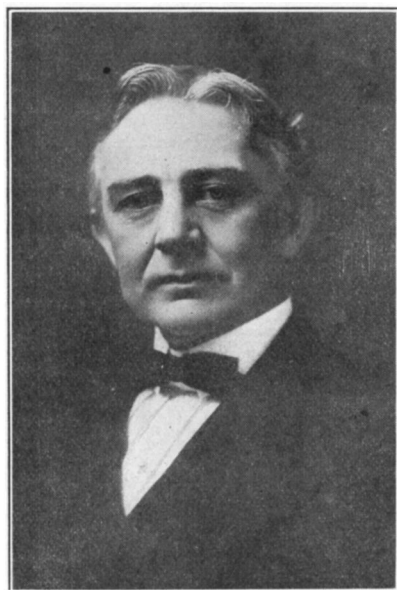
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DR. JOYNER'S ADMINISTRATION

By L. A. WILLIAMS
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DR. J. Y. JOYNER

A SIMPLE ceremony in the executive chamber on January 1, 1919, marked the close of Dr. J. Y. Joyner's seventeen successful years of service as state superintendent of public instruction in North Carolina, a ceremony symbolic of our leader in administration—quiet, unostentatious but very impressive. The years of Dr. Joyner's administration have seen remarkable growth both for educational ideals and for the means with which to realize them.

As to growth in ideals for public education, the passing years have seen us recognize under Dr. Joyner's leadership that it is the function of the state to provide educational opportunity for all its children. Parallel with this ideal and as a part of it, there has grown up a recognition of the duty of the state to protect the children in their right to an education by the enforcement of compulsory school attendance.

When Dr. Joyner assumed the office, in February, 1902, the thought of public education as an instrument of democracy with which to protect and perpetuate its very life had made little headway in the minds of our people. Few, indeed, are those in the state today who have not recognized this fundamental principle of our educational life. The recent ratification of the six months' school amendment to the constitution is proof enough of the temper of our people toward providing school facilities for our children.

In like manner have we followed his leadership in

the matter of compulsory school attendance. From the condition of no compulsory school law through the period of one for four months, to the recommendation in the last report of Dr. Joyner as state superintendent, concurred in by our Governor, for a law to secure attendance during the entire period our schools are in session.

In the matter of means for public educational opportunities, the advancement has been even more marked. During the seventeen years the total fund available for rural schools has increased more than fourfold. The average rural term is now nearly fifty per cent longer than when he came into office. The average annual salary of white rural teachers has more than doubled, while the average annual salary for colored rural teachers has been increased from \$85 to \$135. County superintendents now receive on the average more than three times as much as they did in 1902, and the total value of rural school property has increased from \$1,000,000 to \$7,000,000. The library facilities have increased by tenfold both as to number of libraries and number of volumes.

The increased interest in public education during his administration is shown by the fact that our average daily attendance in all schools throughout the state has increased from 354,652 to 432,396; the percentage of enrollment in average daily attendance from 59 to 65; the number of local tax districts from 227 to 2,000. Interest in secondary education had to be created, established, and then projected with the result that we now have 257 public high schools and 20 farm life schools in the place of no public supported secondary schools in 1902. Moreover, a recent decision of the Supreme Court makes the high school a part of our common school system.

A more unified and better co-ordinated state system; better trained teachers; more expert and constructive supervision; a more modern and greatly enriched course of study; a more determined and vigorous attack upon illiteracy; a larger office staff; a more complete understanding of the relation of the country school to country life; an ever broadening conception of the secondary school as a component part of the state public school system; all lend themselves less easily to expression in a quantitative way but are no less concrete evidences of the progressive and forward looking policies formulated and made real by the calm persistence of Dr. Joyner.

These are but a few of the surface indications of progress during Dr. Joyner's administration. Who can state or even estimate the less evident enthusiasms, resolutions, leading toward a larger and fuller realization of the worth and place of child education contributed by our leader? His first and last thought in all educational deliberations was a consideration of the children's welfare. He could fight when he had to, and in no mean fashion—as many learned to their sorrow—but he never would join the lists merely for the joy of the struggle. He conceived his high office as an opportunity to serve the state he loved, and to what he believed to be her best interests as manifested in her children he devoted his whole life and soul. It was with him a fixed policy that he would lead but never drive; he would cajole but never threaten; he would rule but never tyrannize. He has laid the foundations strong and deep for the building up of our state system of public schools. It can truly be said that he has been "a workman that needeth not to be ashamed."

DR. JOYNER'S LETTER OF RESIGNATION

Dr. Joyner's letter of resignation and the Governor's reply, both taken from the daily papers of December 22, follow:

As county superintendent of my native county, before I was 21 years of age, as chairman of the county board of education, as teacher and superintendent of city public schools, as teacher and dean in the State Normal and Industrial College, as State Superintendent of Public Instruction for the past 17 years, I have been in public service and have felt the weight of public responsibility continuously for 37 years. I have had joy in the service. I am more grateful and appreciative than I can ever express in word or act for the measure of confidence, support, co-operation, and appreciation—far beyond my deserts—that I have received from the people of North Carolina during all these years. I need a rest now. I hope I have earned it. I have had scant time, especially during the past 17 busy years, to give to my private business. It needs my attention.

In accordance with my notification to you last summer, I beg, therefore, to tender my resignation as State Superintendent of Public Instruction, to take effect January 1, 1919.

THE GOVERNOR'S REPLY

I am just in receipt of your letter of this date tendering your resignation, effective January 1. I deeply regret that the State is to lose the benefit of your services, but concur in the opinion that you have rightly earned a period of rest.

I know that any words of fulsome praise would be distasteful to you, but, writing with rigid conservatism, I am constrained to say that during the seventeen years you have been State Superintendent of Public Instruction you have made a noble and imperishable contribution to the intellectual and moral life of the State.

I deem it not improper to add that when you notified me last summer of your intention to resign the first of January I at once offered to consult with you about your successor.

You stated that you would prefer that I should not do so, as you did not desire to have anything, whatever, to do with naming your successor. Immediately after this conversation I made up my mind to appoint Dr. E. C. Brooks, of the Chair of Education in Trinity College, and at once went to Dr. Brooks to ascertain whether or not he would be willing to accept the appointment. He advised me that he would, and I am today naming him as your successor.

POEMS OF PATRIOTISM AND THE LESSONS THEY TEACH

IV. THEY LIE IN FRANCE WHERE LILIES BLOOM

By PERCIVAL ALLEN
(In *The New York Times*)

[The unique form of this little poem suggests the sacredness of the cause for which our soldiers in France made the supreme sacrifice. We can never do sufficient honor to the memory of our heroes who gave their lives for their country's honor and glory—for your liberty and mine—for human freedom and righteousness everywhere. Now that, by their sacrifices, the "false tide" has been forever turned, how can we honor their memories more than by serving our country to the best of our ability as patriotic citizens? Each one of us, wherever our lots may be cast, *can serve our country*, and thus make effective a resolve that should be made by every patriotic citizen, that *our heroes who sleep in France shall not have died in vain*.—N. W. W.]

THEY LIE IN FRANCE WHERE LILIES BLOOM

They lie in France
Where lilies bloom;
Those flowers pale
That guard each tomb
Are saintly souls
That smiling stand
Close by them in
That martyred land.

And mutely there the long night shadows creep
From quiet hills to mourn for them who sleep.
While o'er them through the dusk go silently
The grieving clouds that slowly drift to sea,
And lately round them moaned the winter wind
Whose voice, lamenting, sounds so coldly kind,
Yet in their faith those waiting hearts abide
The time when turns forever that false tide.

In France they lie
Where lilies bloom,
Those flowers fair
For them made room.
Not vainly placed
The crosses stand
Within that brave
And stricken land;
Their honor lives,
Their love endures,
Their noble death
The right assures,

For they shall have their hearts' desire,
They who, unflinching, braved the fire,
Across the fields their eyes at last shall see
Through clouds and mist the hosts of victory.